

Co-Teaching

A Pathway to Excellence and Equity for All



Presented by

Lisa Drangsholt

Holly Porter

Cherry Creek School District #5

Presenters



❧ Lisa Drangsholt – ELA Program Coordinator

❧ Cherry Creek School District

❧ Centennial, CO

❧ ldrangsholt@cherrycreekschools.org

❧ 720-554-5040

❧ Holly Porter

❧ Cherry Creek School District

❧ Centennial, CO

❧ hporter3@cherrycreekschools.org

❧ 720-554-5032

Voices in the Room





Learning Targets

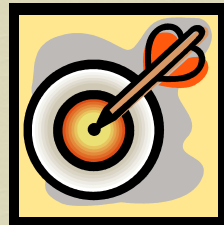


- Develop an understanding of the **rationale** behind co-teaching as a viable programming structure for linguistically diverse learners
- Define **co-teaching**
- Introduce the **approaches** to co-teaching
- Identify **key elements** for successful implementation of a co-teaching program

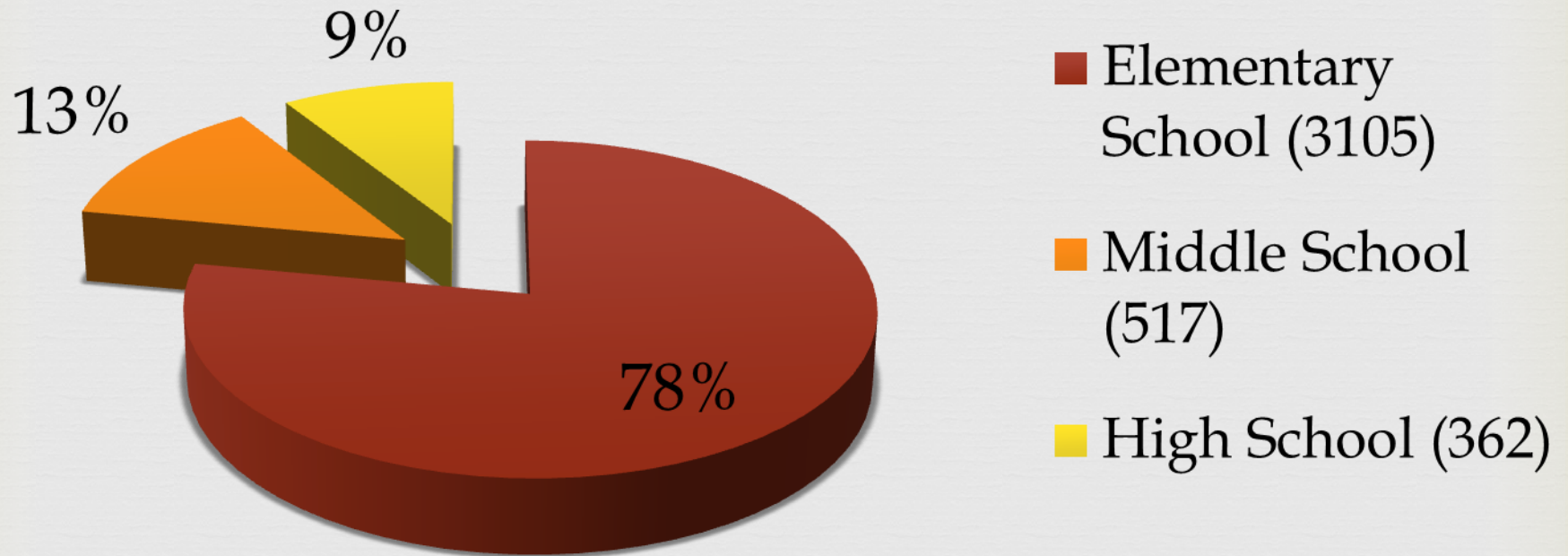
Rationale



Develop an understanding of the **rationale** behind co-teaching as a viable programming structure for linguistically diverse learners

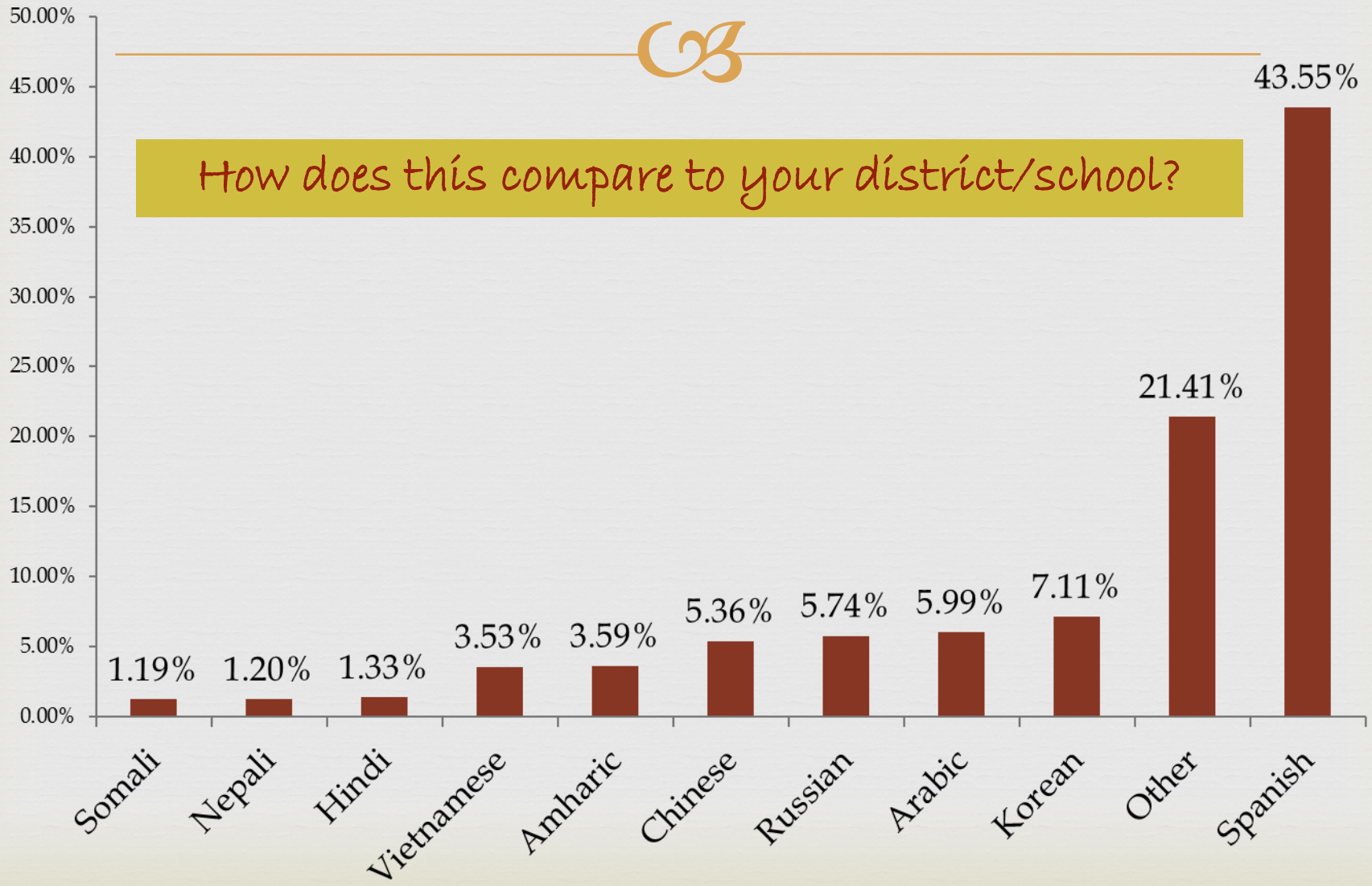


Our ELLs by level



How does this compare to your district/school?

Languages Spoken in CCSD



State-Approved District ELA Plan



Why has Cherry Creek
School District chosen co-
teaching as the program
model for supporting
English language learners?

State-Approved District ELA Plan



Federal/State Requirement:

To help English Language Learners learn English and provide access to the core curriculum

CCSD ELA Programming Vision:

To provide linguistically diverse learners with equitable access to cohesive learning opportunities that accelerate their social and academic English, provide access to grade level content, and increase their overall achievement through collaboration and co-teaching

OCR Policy



“In providing educational services to language minority students, school districts may use any method or program that has proven successful, or may implement any sound educational program that promises to be successful. Districts are expected to carry out their programs, evaluate the results to make sure the programs are working as anticipated, and modify programs that do not meet these expectations.”

- Office for Civil Rights Policy Regarding the Treatment of National Origin Minority Students Who Are Limited English Proficient
(April 6, 1990)

Why not separate programming?



Separate ELA *services* are “. . . generally considered a remedial service for English language learners, and students that transition out of these programs consistently demonstrate low levels of language proficiency and academic achievement.”



(Frattura & Topinka, 2006)

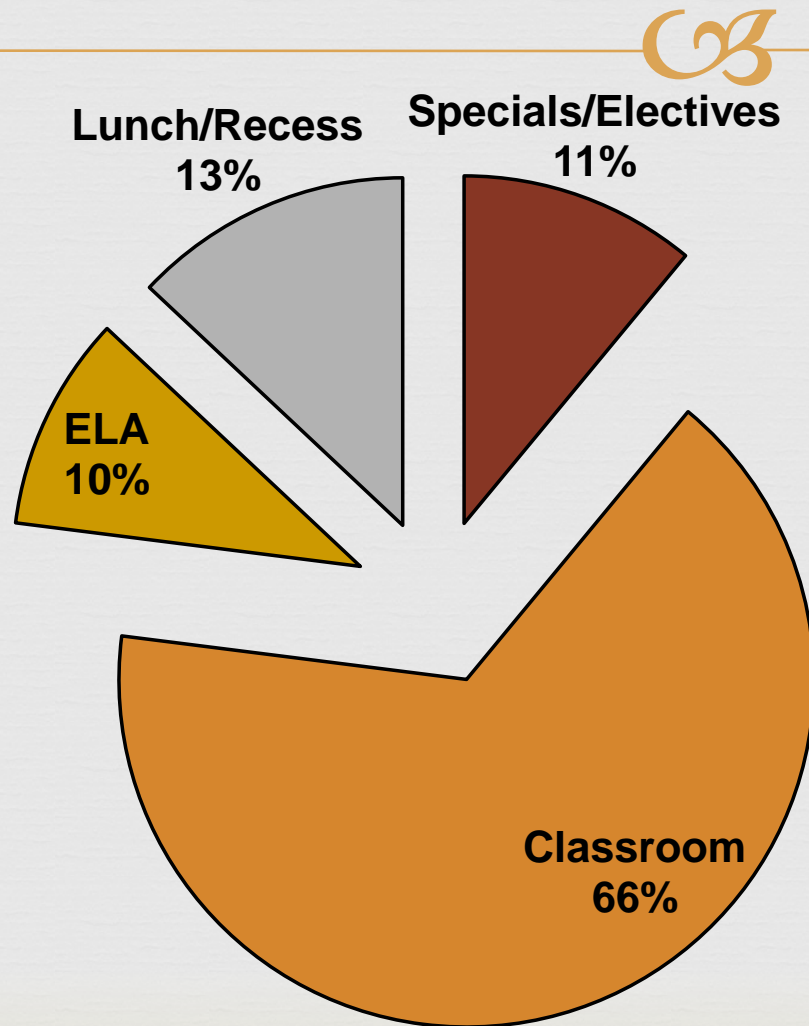
Why not separate programming?



By segregating students, we are promoting a class system in this country for the reason that we know that the students who meet eligibility for special education, at-risk, ESL, and title programs are often typically of poverty and/or racially non-White (U.S. Department of Education, 2000). We then unintentionally teach all children that typically White students and those of middle class belong to the normed group and every once in a great while someone of poverty and non-White status has the opportunity to become part of the norm.

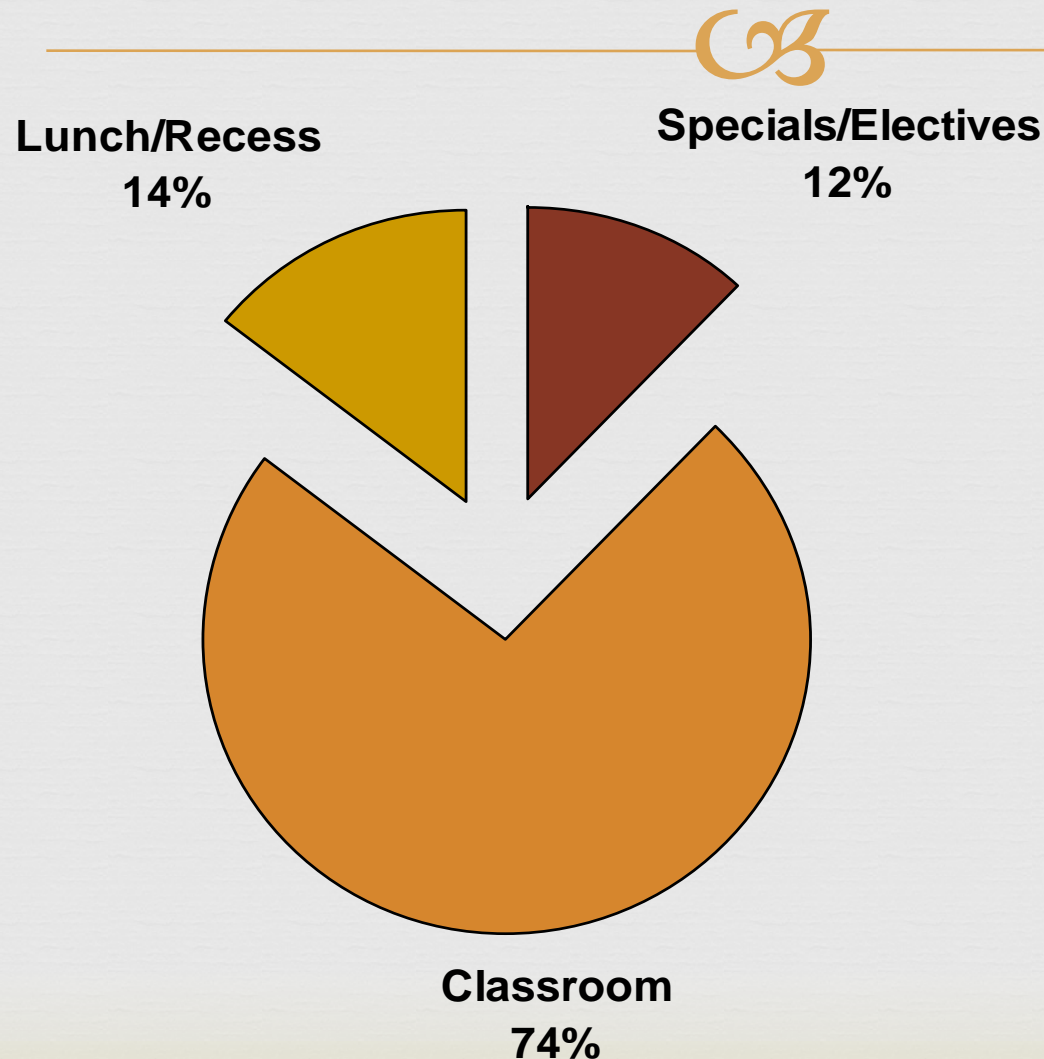
(Frattura & Topinka, 2006)

Where do ELLs spend their time?



Traditional
ELA/ESL
Pullout Model

Where do ELLs spend their time?



Classroom
based
ELA/ESL
Model



Student Perspectives



“I remember being pulled out of class. I think it was three times a week. It made me feel like I’m dumb and don’t know anything. Kids think maybe something is wrong with you if you need extra services.”

Mo Chang, Special Schools Coordinator and Charter School Liaison for St. Paul Public Schools

“I am thankful to my teachers because the little bit of English I am able to speak, I speak because of them, [but] I feel they hold me back by isolating me.” Amalia Raymundo, ESL student from Guatemala (referring to a segregated high school ESL program)

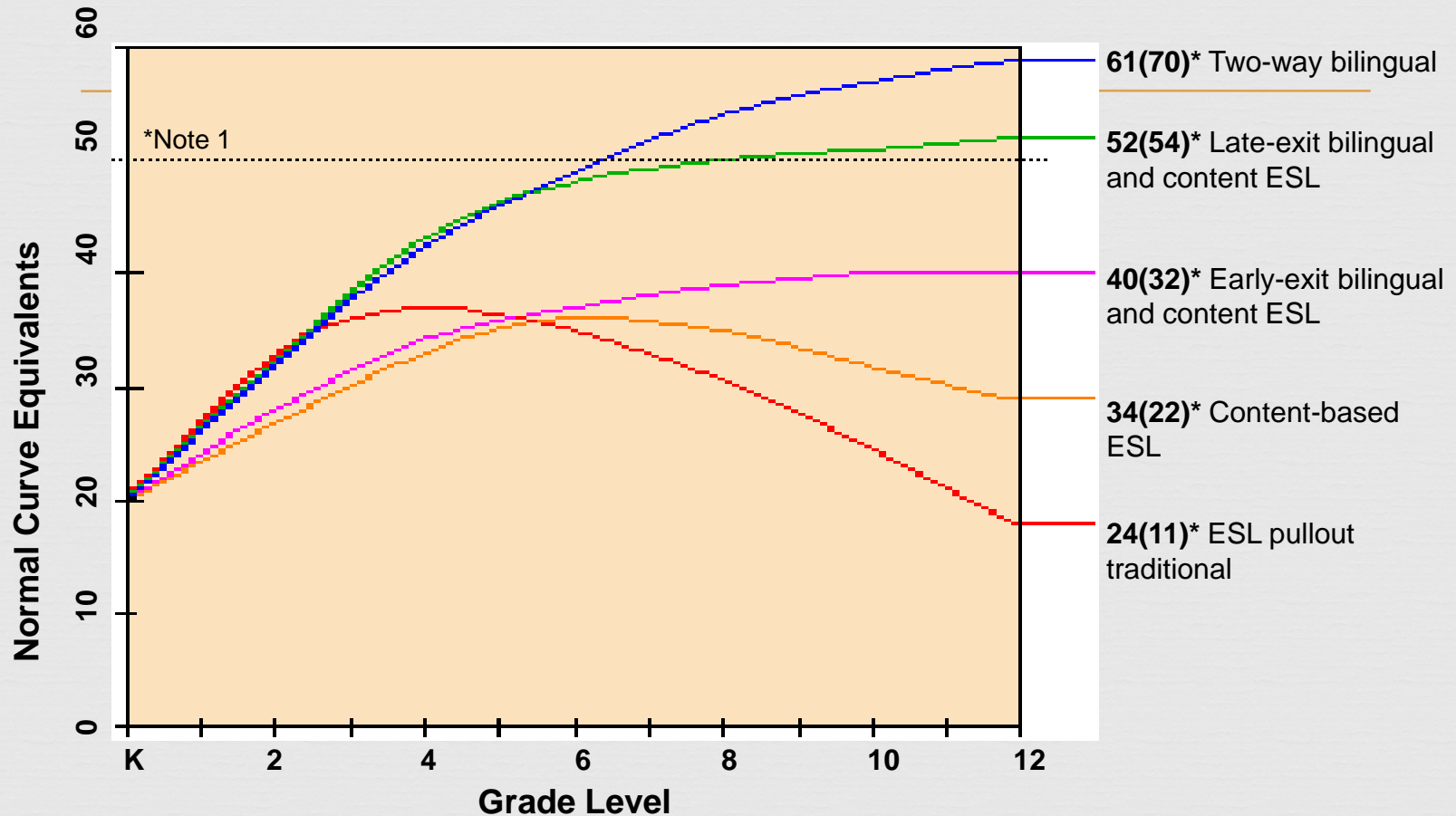


“Maybe the teachers are trying to protect us, there are people who do not want us here at all.”

Jhosselin Guevara, ESL student from Guatemala (referring to a segregated high school ESL program)

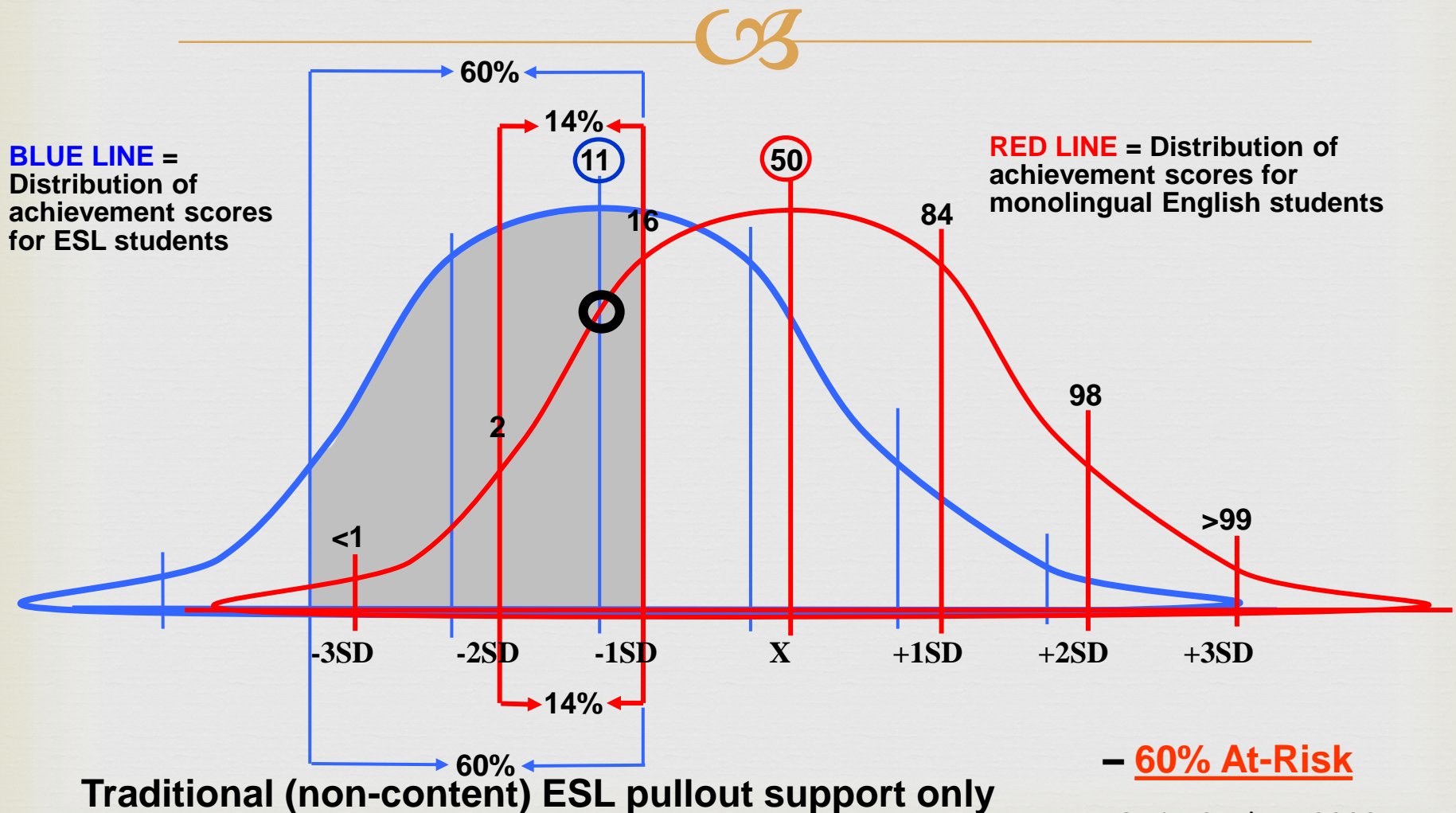
ELA Program Model Comparisons

General Pattern of Student Achievement on Standardized Tests in English



*Note 1: Average performance of native-English speakers making one year's progress in each grade. Scores in parentheses are percentile ranks converted from corresponding NCEs.

Model Comparison of Percentage of "At-Risk" Second Language Students



Student Success

WIDA

Common Core



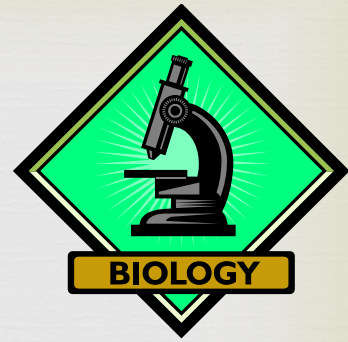
Co-teaching

Language through Content



- ❧ Promotes students' English language proficiency and mastery of academic content at the same time by integrating content areas with language objectives.
- ❧ Allows ELLs to acquire English through participation in age-appropriate instruction that is aligned to national, state, and district content standards as well as English language proficiency standards.
- ❧ Makes grade-level standards and curriculum accessible to ELLs at all levels. Academic content is made comprehensible using multiple scaffolding techniques to accommodate different levels of language proficiency, content knowledge, learning styles, and cultural practices and understandings.

Language through Content



- ❧ Allows collaborative teaching teams to meet regularly to articulate content and language objectives, plan for co-teaching and assessments, and reflect on student progress as well as their own teaching practices to meet the needs of all students.
- ❧ Provides a job-embedded professional development model for both classroom teachers and ELA specialists.
- ❧ Builds the capacity of classroom teachers to continue providing “language through content” instruction outside of the co-teaching time.
- ❧ Builds the capacity of ELA specialists to understand, support and promote grade level content for ELLs.

Co-teaching in CCSD

- **2007-08** One elementary school piloted co-teaching in classrooms; researched co-teaching as a program model
- **2008-09** Additional schools joined in the pilot; Spring: co-teaching rubric and FTE ratio developed & given to all building principals to begin planning for co-teaching; individualized training modules & classes
- **2009-10** All schools expected to begin a transition to co-teaching; training continued
- **2010-11** Co-teaching ratio FTE implemented; rubric used in all schools as a baseline; all schools continued their transition to co-teaching; training continued
- **2011-12** Rubric used to reflect on progress and areas for growth; rubric shared and completed with classroom teachers; all schools expected to be using co-teaching as their program model; some secondary schools pilot co-teaching; training continued
- **2012-13** Co-teaching formally moved into the secondary level through co-teaching FTE ratio and rubrics; training continued
- **2013-14** Job-embedded professional development continues with an emphasis on language development and the link between WIDA/CCSS

What we want to see...



2011 AYP results



- 100% of elementary schools that implemented co-teaching with a high degree of fidelity (75-80% on the co-teaching rubric indicators) met their AYP targets for the ELL subgroup



Note: Colorado is now on a waiver from NCLB and no longer uses AYP

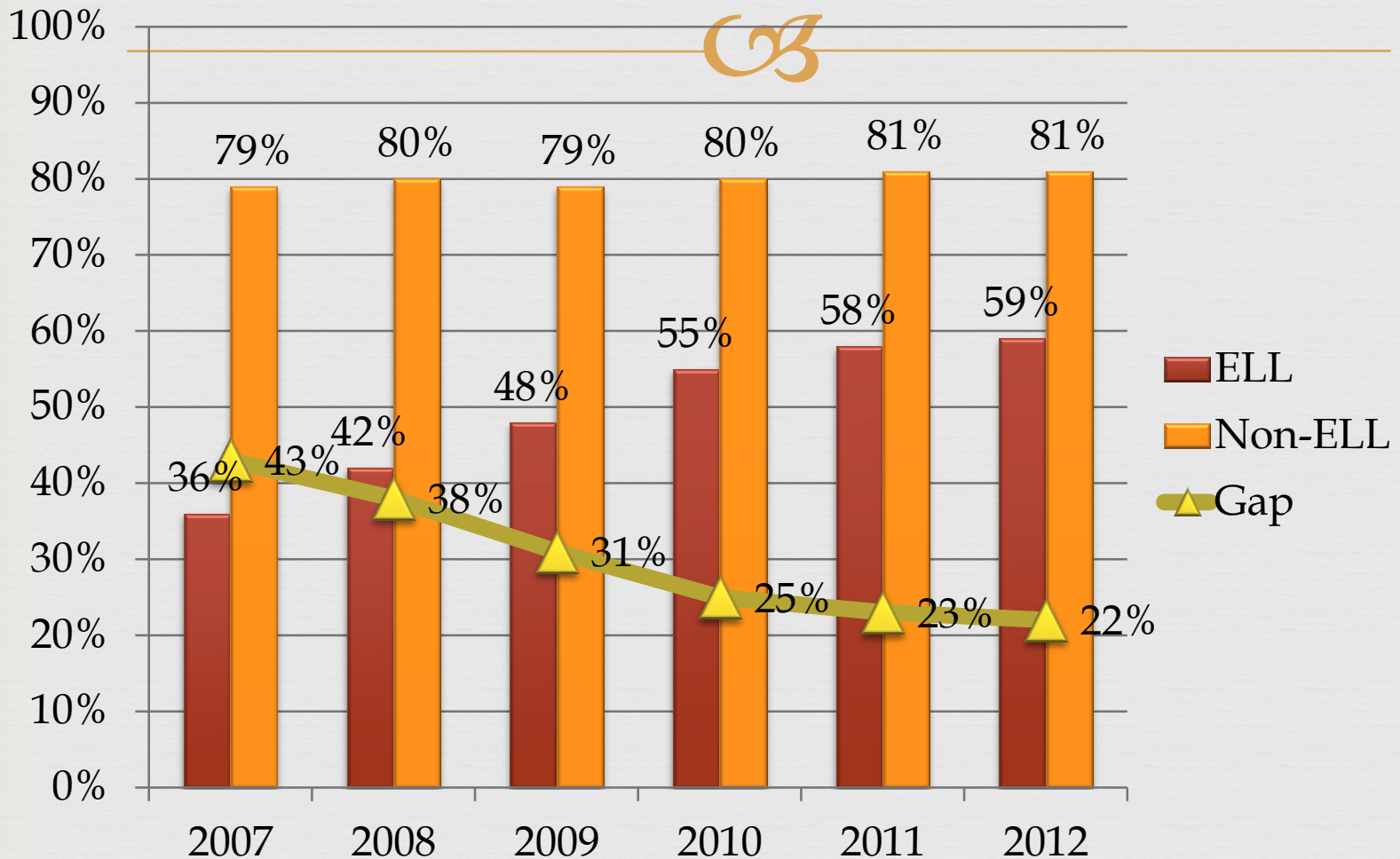
2012 NCLB Waiver Results



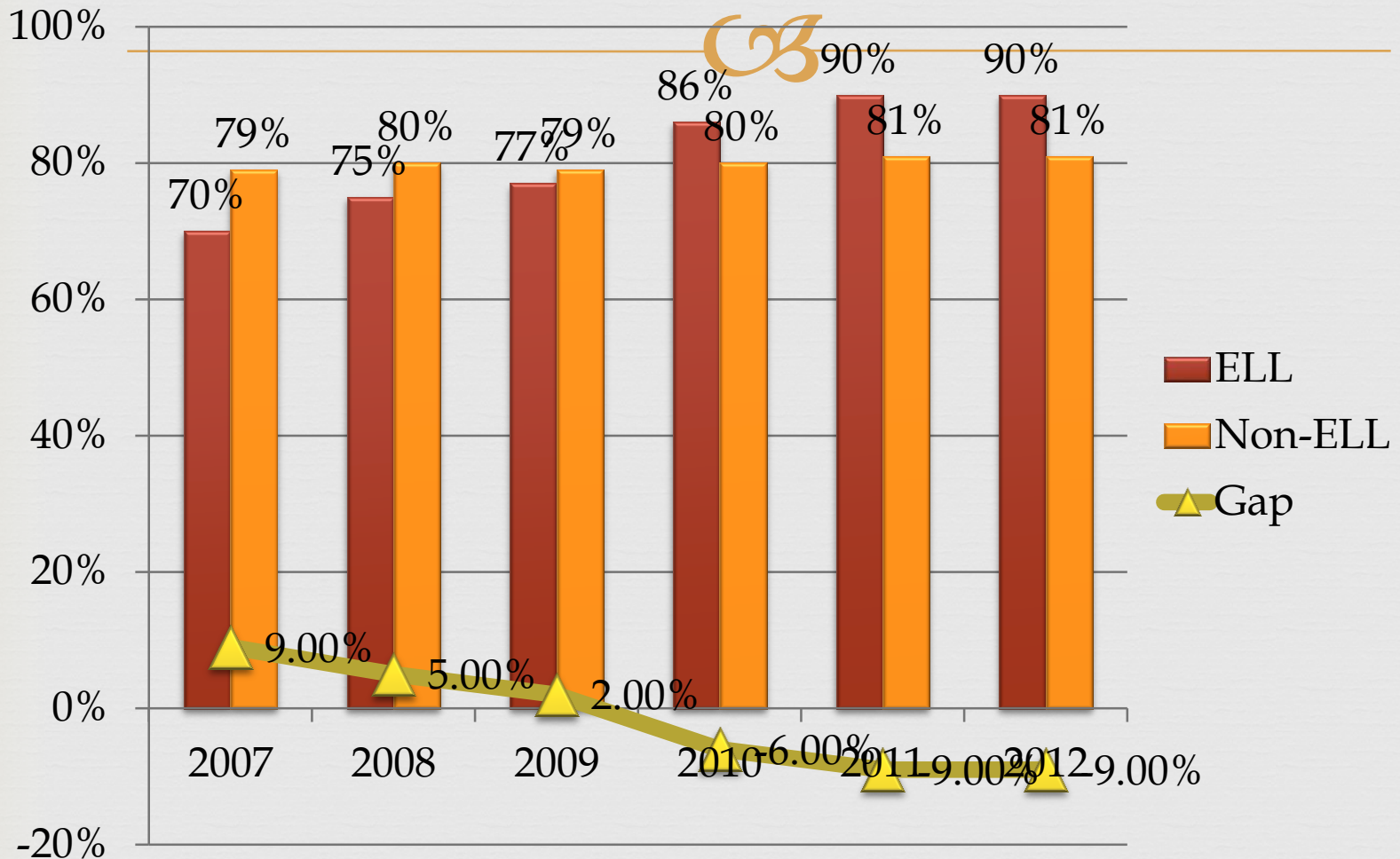
- Our entire district met the requirements for the waiver
- Only large district to have BOTH high growth and performance for ELLs



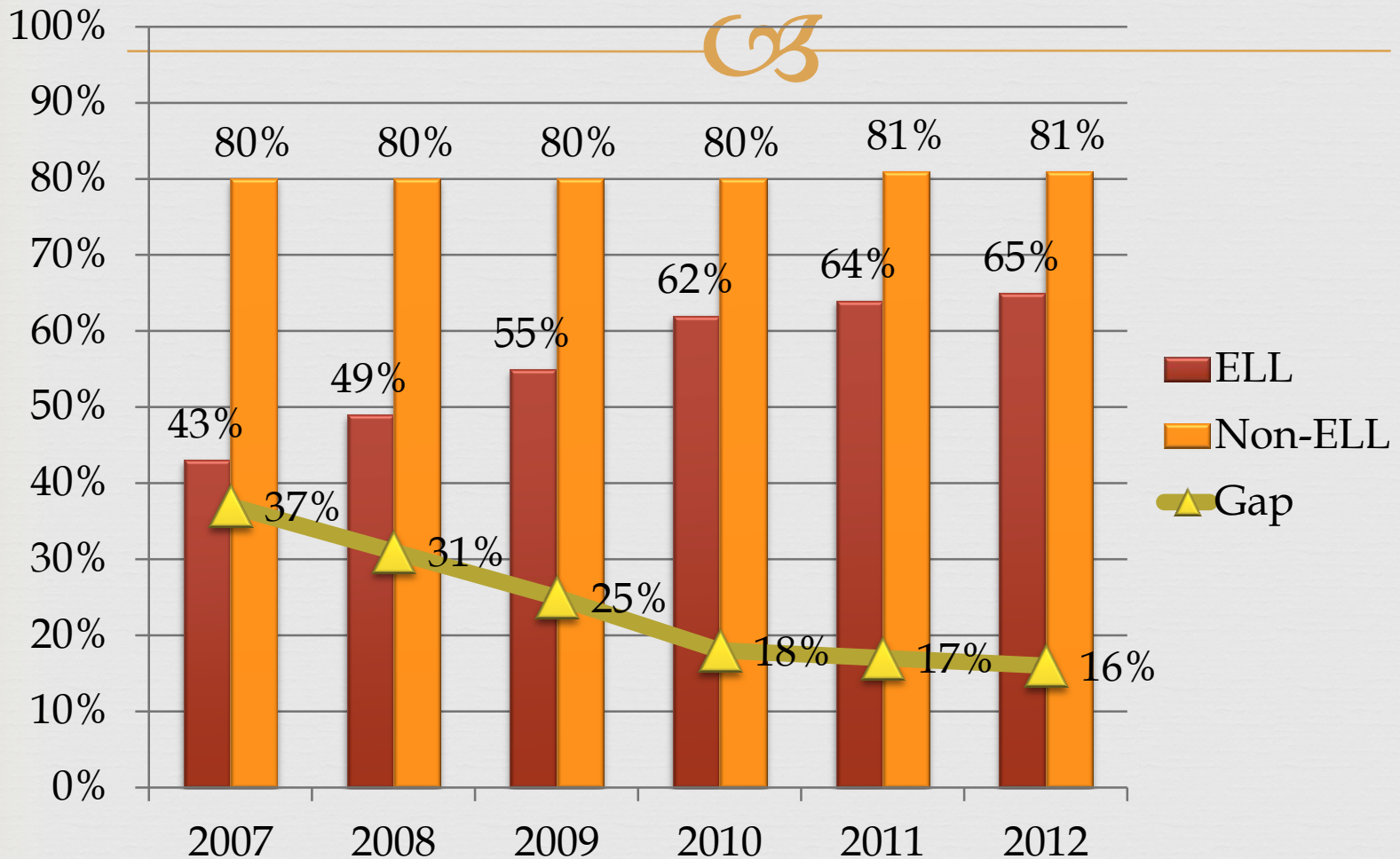
Elementary Reading - CSAP (all)



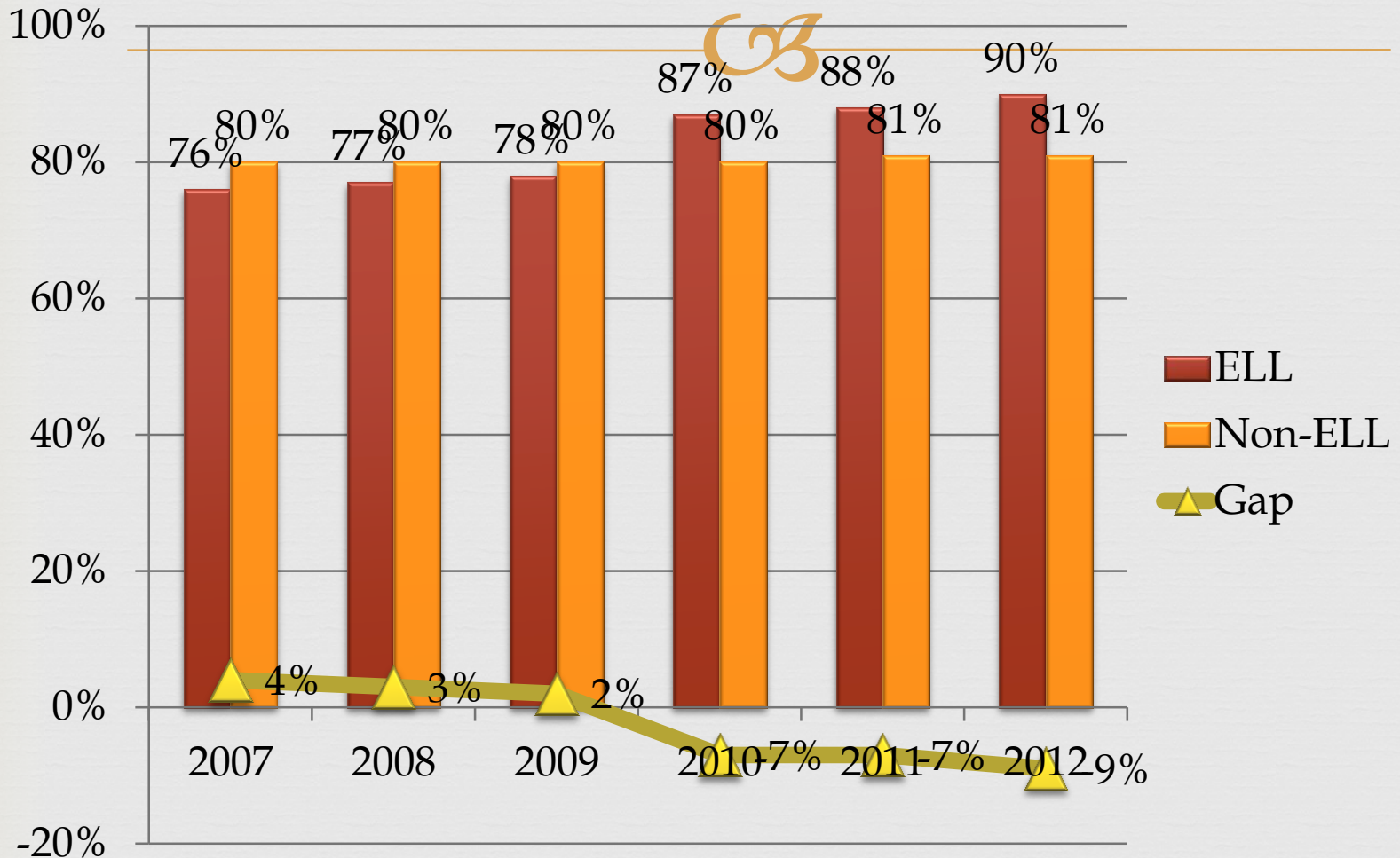
Elementary Reading - CSAP (FEP)



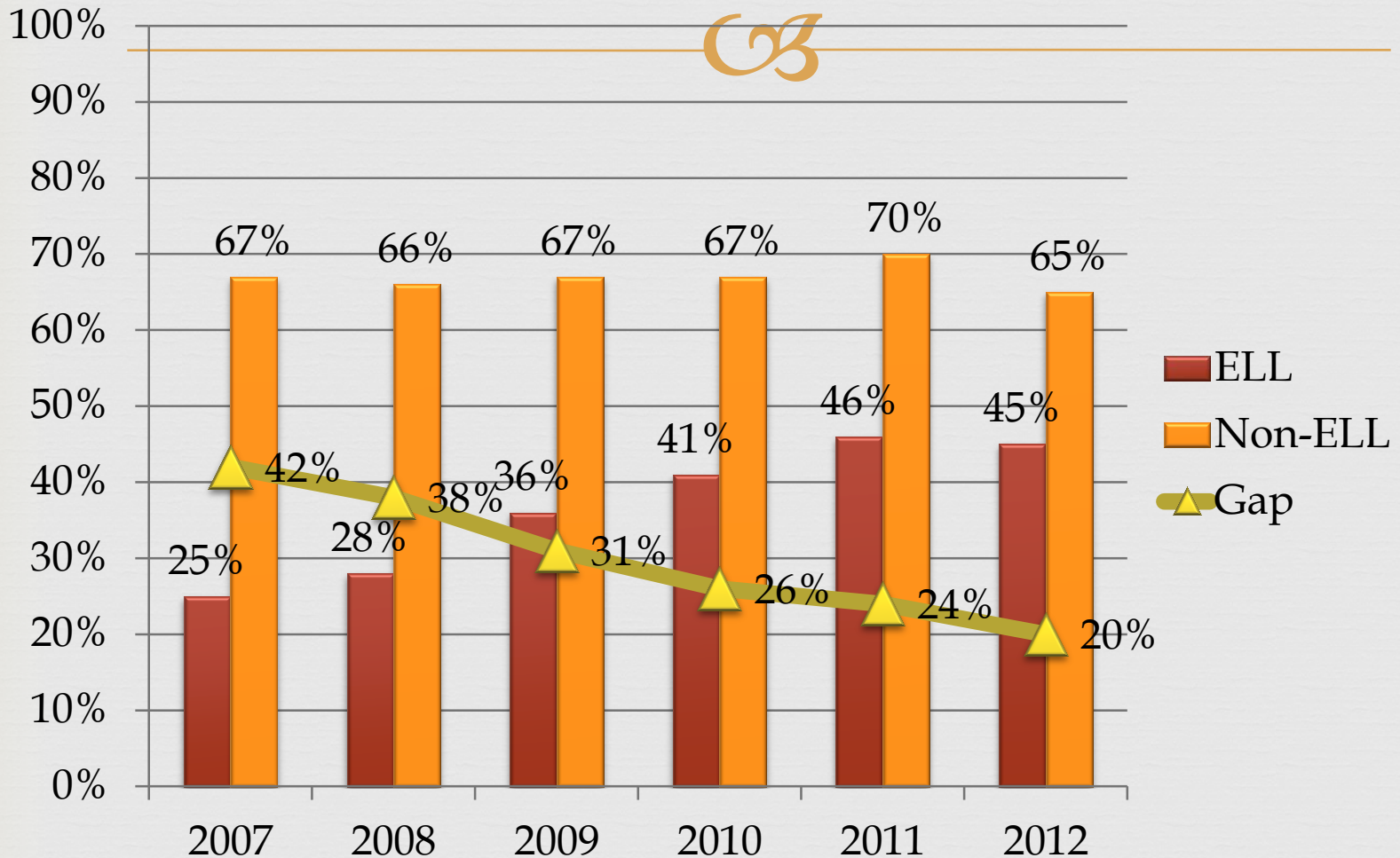
Elementary Math- CSAP (all)



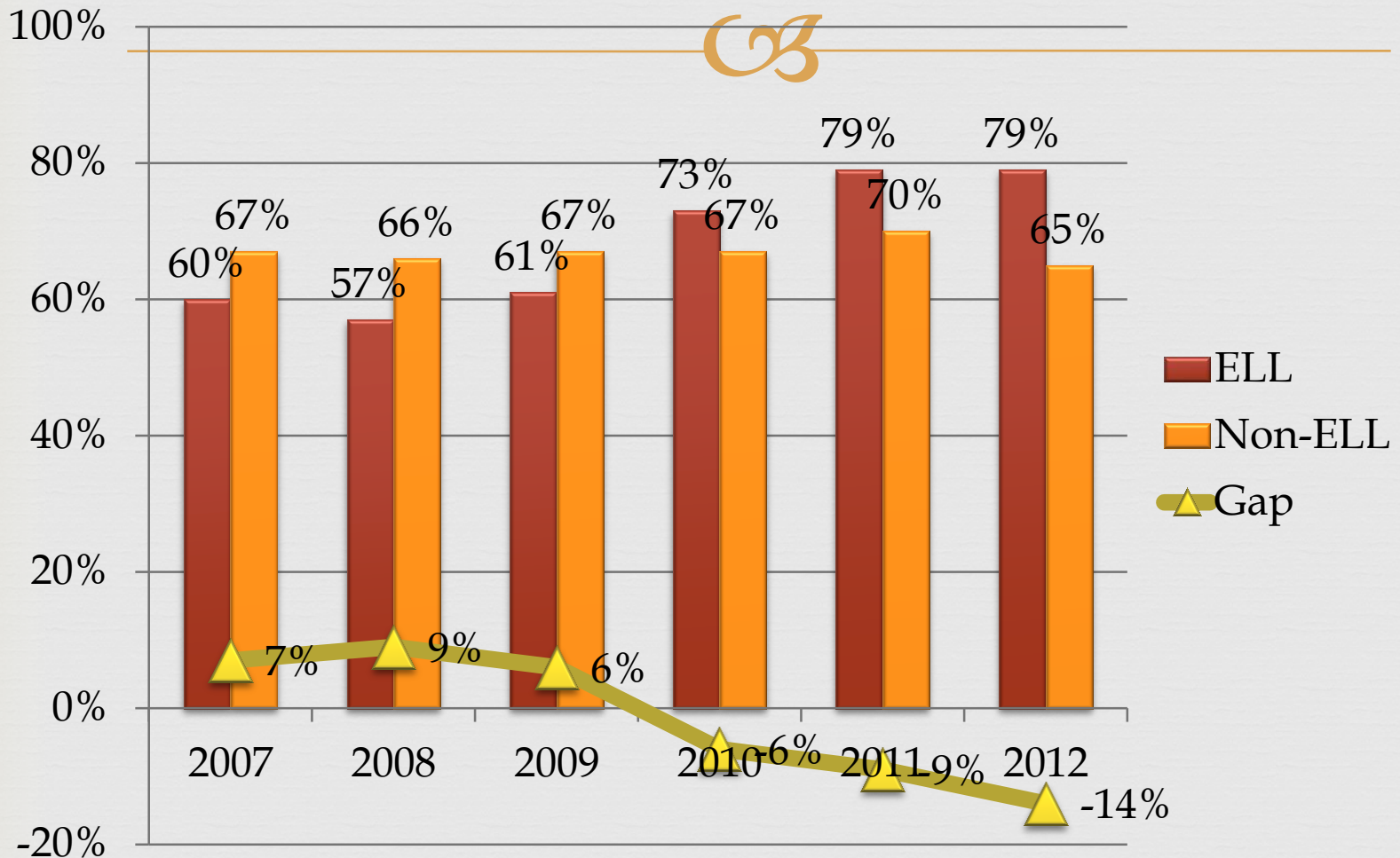
Elementary Math - CSAP (FEP)



Elementary Writing- CSAP (all)



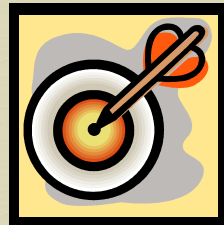
Elementary Writing - CSAP (FEP)



Co-teaching



Define co-teaching



Take a Stand



After each statement, stand if the statement is true.



I have experience working
within a co-teaching
partnership in some capacity.

Take a Stand



All aspects of classroom teaching should be shared equally among co-teachers during the designated co-teaching time.



TRUE



“The joint accountability in co-teaching environments should afford the educators with a mutual ownership relationship.”

✧ Huggins, M., Huyghe, J., & Iljkoski, E., 2007

Take a Stand



The success and effectiveness of a co-teaching partnership can be determined after one year of co-teaching together.



FALSE



“The two co-teaching professionals **will grow their relationship gradually over time**. Co-teachers usually begin at a co-existence level and slowly build toward co-working, then co-instructing, and finally co-teaching with the most responsibility: presence, planning, presentation, problem solving, and processing.”

✧ Huggins, M., Huyghe, J., & Iljoski, E., 2007

Take a Stand



Co-teaching definition: Co-teaching is two or more people sharing the responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, instruction, and evaluation for a classroom of students.

The terms push-in and co-teaching are different things and should not be used interchangeably.

Push-in definition: delivering separate services within the walls of the classroom

Take a Stand



Co-teaching is plausible even if there is no time to co-plan.



FALSE



“The relationship is no bigger than the investment of time it reflects... How can two teachers practice their craft simultaneously in front of a class full of students without having time to plan? ...Schools should make mutual planning a high priority. **It is that important!”**

☞ Kohler-Evans, P. A.

Take a Stand



In co-taught classrooms, the classroom teacher should maintain his or her status as the lead teacher.



FALSE



∞ Parity must exist in a co-taught classroom. “Parity occurs when co-teachers perceive that their unique contributions and their presence on the team are valued. [Co-teachers] demonstrate parity by alternatively engaging in the dual roles of teacher and learner, expert and novice, giver and recipient of knowledge or skills. . . . The outcome is that each member of the co-teaching team gives and takes direction for the co-teaching lesson so that the students can achieve the desired benefits.”

∞ Villa, R., Thousand, J. A. & Nevin, A. I., 2008

Images of Co-Teaching



Think

- œ Using your own experience as a guide, define co-teaching

Pair

- œ Find a partner. Discuss your thinking.

Share

- œ Share examples and non-examples.

Images of Co-Teaching

Co-Teaching is . . .	Co-Teaching isn't . . .

Co-Teaching Defined



Co-teaching is two or more people sharing the responsibility for teaching all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, differentiating instruction, and monitoring progress for a classroom of students.

Co-Teaching Defined

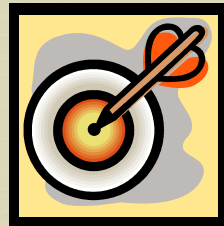
Co-teaching can be likened to a healthy marriage or other committed partnership. Partners must establish trust, develop and work on communication, share the chores, celebrate, work creatively together to overcome the inevitable challenges and problems, and anticipate conflict and handle it in a constructive way.



Approaches within Co-Teaching



Introduce the approaches to co-teaching



Four Approaches to Co-Teaching

Complementary Teaching

Supportive Teaching



Team Teaching



Parallel Teaching





Supportive Teaching



Description: Occurs when one teacher is assigned primary responsibilities for designing and delivering a lesson, and the other member(s) of the team does something that complements, supplements, or enhances the lesson.

When would you use it?	What is needed?	Benefits	Challenges
<ul style="list-style-type: none"> ■ Observation of student behaviors ■ Formative data collection ■ One-on-one interaction ■ Gain a picture of the class as a whole 	<p>Trust</p> <p>Communication</p> <p>Time</p> <p>Goal Setting</p>	<ul style="list-style-type: none"> ■ Monitor for understanding ■ Ask and answer questions ■ Redirect students ■ Rove ■ Collect formative data on student behaviors ■ Work one-on-one with individual students ■ Observe curriculum and teaching techniques 	<ul style="list-style-type: none"> ■ “On the spot” planning and monitoring ■ Unequal distribution of responsibilities ■ Becoming “Velcro-ed” to individual students ■ Endless drifting, waiting, and watching ■ Unused/untapped expertise



Parallel Teaching



Description: Occurs when co-teachers instruct different groups of students at the same time in the classroom.

When would you use it?	What is needed?	Benefits	Challenges
<ul style="list-style-type: none">■ Split Class■ Station Teaching■ Frequent monitoring and adjusting■ Learning Style Differentiation■ Supplementary Instruction	<p>Communication</p> <p>Trust – Co-teachers trust that:</p> <ul style="list-style-type: none">➢ Each will facilitate their lesson as planned➢ Each will plan for their lesson independently <p>Time to:</p> <ul style="list-style-type: none">➢ Plan➢ Debrief➢ Establish goals	<ul style="list-style-type: none">■ Decreases student-teacher ratio■ Increases teacher's ability to individualize instruction■ Exposes students to multiple perspectives	<ul style="list-style-type: none">■ Monitoring effectiveness and accountability■ Lack of opportunity to observe, interact, and learn from one another■ Inflexible groupings resulting in stigmatization of students



Complementary Teaching



Description: Occurs when one co-teacher does something to enhance the instruction provided by the other co-teacher. One teacher takes primary responsibility for designing the lesson. However, both teachers share in the delivery of the information sometimes with a varied delivery method.

When would you use it?	What is needed?	Benefits	Challenges
<ul style="list-style-type: none"> ■ Simultaneously focus on content and format ■ Highlight important information ■ Field questions and comments strategically ■ Clarify understanding ■ Enhance classroom community 	<p>Trust</p> <p>Ample time for:</p> <ul style="list-style-type: none"> ■ TL Cycle <p>■ Collaboration</p> <ul style="list-style-type: none"> ■ Pre/post discussions <p>■ Goal setting</p>	<ul style="list-style-type: none"> ■ Pooled expertise ■ Focused and relevant instruction ■ Ongoing monitoring and adjusting ■ Natural brainstorming and problem solving venue ■ Shared responsibilities 	<ul style="list-style-type: none"> ■ Defining roles and responsibilities ■ Finding substantial time for in depth discussions ■ Making adaptations to curriculum, programs and instruction ■ Sharing expertise ■ Delegating responsibilities for planning and teaching



Team Teaching



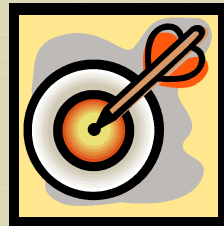
Description: Occurs when two or more people do what the traditional teacher used to do. They share responsibility for planning, teaching, and assessing progress of students in the class(es) that they teach together.

When would you use it?	What is needed?	Benefits	Challenges
<ul style="list-style-type: none"> ■ Enhance classroom community ■ Co-teachers share a classroom environment ■ Co-teachers' time together allows for the delivery of the entire lesson 	<p>Trust</p> <p>Extensive time for:</p> <ul style="list-style-type: none"> ■ TL Cycle <p>Communication</p> <p>Collaboration</p> <ul style="list-style-type: none"> ■ Pre/post discussions <p>Goal setting</p>	<ul style="list-style-type: none"> ■ Equal involvement in planning, designing, and delivering the lesson or unit ■ Rotation of responsibilities during the lesson ■ Natural brainstorming and problem solving venue ■ Shared responsibilities ■ Opportunity for observation and discovery 	<ul style="list-style-type: none"> ■ Teaching preferences ■ Finding substantial time for in depth discussions ■ Length of time in the classroom ■ Physical space limitations ■ Sharing expertise ■ Shifting personnel

Key Elements



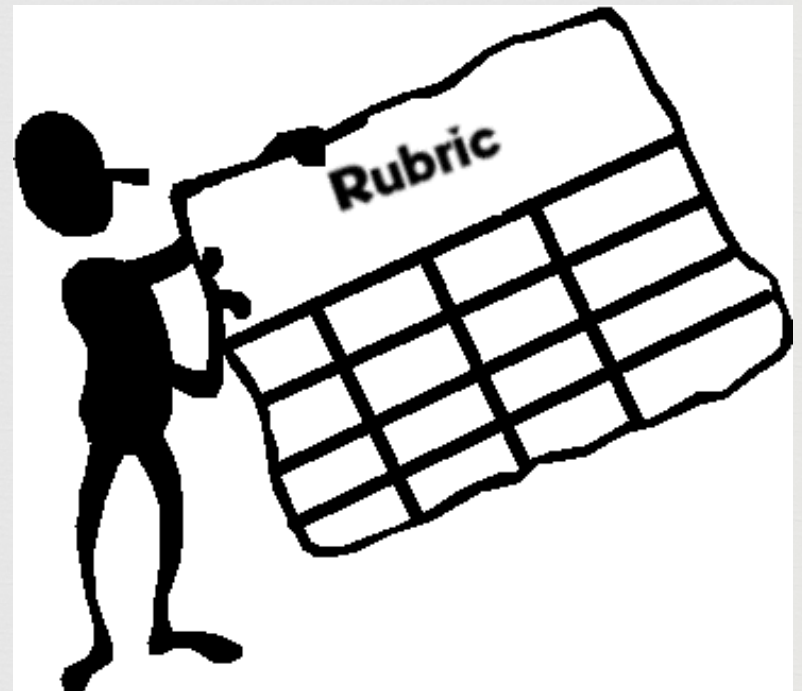
Identify key elements for successful implementation of a co-teaching program



Co-Teaching Rubric



- ❧ What is it?
- ❧ Why was it created?
- ❧ How is it being used?



Co-teaching Rubric

“Successful collaboration requires that teachers and administrators believe that true collaboration among teachers in the classroom results in *stronger instruction for all students* than teachers can provide alone. [As a result], principals hold high expectations for collaboration, create a trusting professional learning environment for teachers, and provide resources and support for teams. Teachers are committed to sharing responsibility for the achievement of all students and to developing collaborative relationships with their colleagues.”

-St. Paul Public Schools, 2009

Co-Teaching Rubric

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graph TD; A[Co-Teaching Rubric] --> B[School Level Factors]; B --> C[Classroom Placement]; B --> D[Time]; B --> E[Resources]; B --> F[Professional Development]; C --- G[Students are placed in classrooms with groups of other students with similar language needs and peer language models with consideration given to maximizing ELA staff support];
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School Level Factors

Classroom Placement

Students are placed in classrooms with groups of other students with similar language needs and peer language models with consideration given to maximizing ELA staff support

Time

Resources

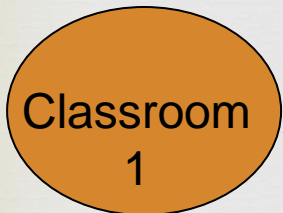
Professional Development

Elementary Co-teaching Ratio

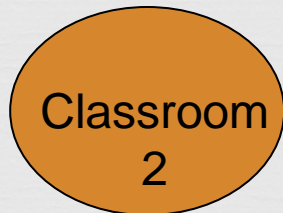
- ❖ 0.1 FTE allocated per grade level for every 8 students up to the total number of classrooms in a grade level
- ❖ Students clustered into classrooms (up to 8 per cluster, then add additional clusters).
High population buildings will have more than 8 per classroom – should be evenly dispersed.

Example: 50 first grade ELLs = 0.5 FTE

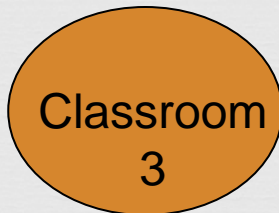
ELA specialist co-teaches in ALL classrooms



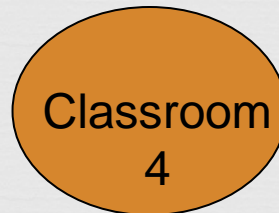
10 ELLs = .1 FTE



10 ELLs = .1 FTE



10 ELLs = .1 FTE



10 ELLs = .1 FTE



10 ELLs = .1 FTE

Secondary Co-teaching Ratio

- ❖ 0.2 FTE allocated per grade level for every 22 students in a grade level (less than 5, combined with grade level above or below)
- ❖ 0.2 FTE allocated for a newcomer ELA class for every set of 5-15 beg/early int. students (combined grades; less than 5, no separate class is offered)

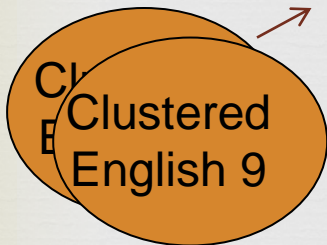
Example:

- 20 -9th grade ELLs = 0.2 FTE
- 12 -10th grade ELLs = 0.2 FTE
- 14 -11th grade ELLs = 0.2 FTE
- 9 -12th grade ELLs = 0.2 FTE
- 6 – beginning/early intermediate ELLs = 0.2 FTE (one class); also included in numbers above

TOTAL = 1.0 FTE

ELA specialist co-teaches in these classrooms

2 classes; same teacher



20 ELLs = .2 FTE



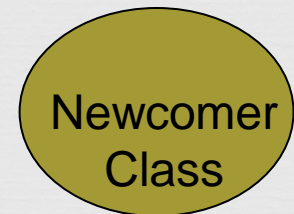
12 ELLs = .2 FTE



14 ELLs = .2 FTE



9 ELLs = .2 FTE



6 ELLs = .2 FTE

Administrator level

Co-Teaching Rubric

School Level Factors

Classroom Placement

Students are placed in classrooms with groups of other students with similar language needs and peer language models with consideration given to maximizing ELA staff support.

Time

Teachers have sufficient time for planning and reflection, preferably within the school day.

Resources

Resources are dedicated to the support of collaborative practices.

Professional Development

Administrators provide for professional development opportunities to continue refining co-teachers' collaborative teaching practices.

Stir the Classroom



- ❧ Form groups of 5
- ❧ Groups spread to the outside edges of the room
- ❧ Number off from 1-5
- ❧ Numbers will be randomly selected to rotate clockwise to the next group
- ❧ Share what was discussed in the previous group



Exploring the Rubric

Explore: Take a moment to peruse the assigned section of the rubric.

- What stands out for you?
- What questions do you have?
- *How does the information compare with what you are already doing?*

Number selected: Move clockwise and share with your new group



Co-Teaching Rubric

*Specialist
&
Co-teacher level*

Instructional Level Factors

Planning

All involved teachers plan for instruction regularly, with each teacher contributing based on his/her area of expertise.

Co-Teaching

Teachers co-teach in the mainstream classroom, with each teacher having a substantive role in instruction.

Assessment

Teaching partners assume equal responsibility for assessment and reporting of student progress.

Reflection

Co-teaching teams engage in on-going, honest reflection and learning.

Instruction

Students are provided with rigorous and cognitively demanding instruction that aids in their acquisition of English and makes the core curriculum accessible.

Building Visits

Dr. Holly J. Porter
Director
English Language Acquisition
Educational Services Center
4700 South Yosemite St.
Greenwood Village, CO 80111
720.554.4269
720.554.4426 FAX
hporter3@cherrycreekschools.org

Dedicated to Excellence



Cherry Creek Schools

MEMORANDUM

Date: July 7, 2011
To: Elementary Principals
From: Dr. Holly Porter, Director of ELA *HP*
Julie Ignacz, ELA Program Coordinator
Lisa Drangsholt, ELA Program Coordinator
Lori Saylor, ELA Program Coordinator
Re: Co-Teaching Rubric Meetings

We are excited to embark upon our second year of co-teaching as the district-wide program model for elementary ELA support! This fall, the ELA program development team will be scheduling building visits in each elementary school to discuss and complete the Fall 2011 co-teaching rubric. The purpose of the visit is for the ELA team and the school principal to assess the growth of the co-teaching model in each building over the past year. These data will provide the opportunity to look for areas of strength and need, and to collaboratively develop new co-teaching goals. This process will provide for more individualized professional development and coaching throughout the school year. The results of the rubrics will also assist in highlighting areas of excellence and define the gaps that need to be addressed district-wide.

This year we are also adding a building walk-through component which will give the ELA team and principal an opportunity to walk the building and see exemplary instruction as well identify areas for growth in culturally responsive/sheltered instruction.

The ELA office will be contacting office managers to set up a two hour visit with each of you. The visit will include Holly Porter and one or more of the district ELA coordinators. If your building ELA specialist(s) is/are available and you would like him/her/them to be a part of the meeting, we encourage his/her/their participation as well.

cc: Elementary Executive Directors
Dr. Tera Helmon

Co-Teaching Rubric Ratings

- ❧ **1: Not Yet** = This indicator is *not demonstrated* in our building at this time
- ❧ **2: Somewhat** = This indicator is demonstrated in *some* places or is demonstrated *occasionally* in our building
- ❧ **3: Mostly** = This indicator is demonstrated in *most* places or is present *most* of the time in all places in our building
- ❧ **4: Completely** = This indicator is demonstrated in *all* places *all* of the time

School: _____

"Successful collaboration requires that teachers and administrators believe that true collaboration among teachers in their classrooms results in stronger instruction for all students than teachers can provide alone. [As a result], principals hold high expectation for collaboration, create a trusting professional learning environment for teachers, and provide resources and support for teams. Teachers are committed to sharing responsibility for the achievement of all students and to developing collaborative relationships with their colleagues."

-St. Paul Public Schools, 2009

Please rate your school on each indicator using the following rubric:

Not Yet  **Somewhat**  **Mostly**  **Completely**

School Level Essential Co-Teaching Factors

Classroom Placement	Successful collaboration requires that students are placed in classrooms with groups of other students with similar language needs and peer language models with consideration given to maximizing ELA staff support.				
	Dates:	2012- Fall	2013-Winter	2013-Spring	2013-Fall
	1. School administration has developed consistent school-wide guidelines for student placement into classrooms according to English language proficiency and/or academic needs. Within each classroom configuration, various academic and language peer models are present.				
	2. ELLs are clustered into one grade level classroom per eight ELLs to maximize the amount of time and opportunity for ELA specialists to collaborate with classroom teachers. If the number of students exceeds eight per classroom, then ELLs should be evenly disbursed between all classrooms within the grade level.				
Time	3. An overflow cluster classroom has been identified in the event that students arrive mid-year and the designated cluster classroom is at capacity. (if applicable)				
	Successful collaboration requires that teachers have sufficient time for planning and reflection, preferably within the school day.				
	Dates:	2012- Fall	2013-Winter	2013-Spring	2013-Fall
	4. Collaborating teachers have time to plan together in either of the following ways: a.) ELA specialist's preparation time is aligned with his or her general education colleague's preparation time at least once per week. b.) School administration ensures that release or compensated time is scheduled for co-teaching teams to work together on a regular basis that is the equivalent of 45 minutes a week.				
	5. School administration requires the participation of all co-teachers in planning and reflection time.				
	6. Staff understands the purpose for the creation of planning blocks within an ELA specialist's schedule. Staff further understands the correlation between co-planning and the effectiveness of co-teaching.				
	7. Co-teaching teams are provided with ongoing district support and guidance for how to use their common planning and reflection time.				
	8. ELA support is identified as a high priority in the development of school schedules. ELA support takes precedent over other structures and scheduled activities (i.e. bell schedule, specials rotation, lunch schedules etc.) in order to ensure that ELA specialists are able to co-teach in cluster classrooms and to ensure that co-teachers have adequate common, co-planning time.				

Co-Teaching- A Pathway to Excellence and Equity: Analysis Rubric

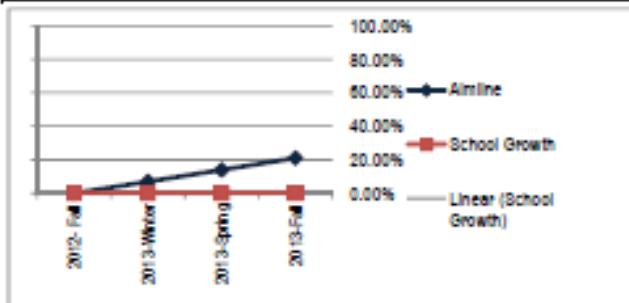
Resources	Successful collaboration requires that resources are dedicated to the support of collaborative practices.				
	Dates:	2012- Fall	2013-Winter	2013-Spring	2013-Fall
	9. ELA specialists are provided with the general education curriculum material needed for planning and instruction with general education co-teaching partners.				
	10. ELA specialists have equal access to teaching tools and teaching spaces (i.e. whiteboards, paper, markers etc.).				
Prof. Dev.	Successful collaboration requires that administrators provide for professional development opportunities to continue refining co-teachers' collaborative teaching practices.				
	Dates:	2012- Fall	2013-Winter	2013-Spring	2013-Fall
	11. Principal and school leaders ensure that co-teachers have opportunities for on-going professional development that focuses on collaboration.				
	12. Principal and school leaders meet with co-teaching teams to assess their level of collaboration.				
	13. Principal and school leaders provide facilitation and support for co-teaching teams experiencing conflict.				
	14. Principal and school leaders provide opportunities for co-teaching teams to observe other teachers co-teaching successfully.				

Instructional Level Essential Co-Teaching Factors

Planning	Successful collaboration requires all involved teachers to plan for instruction regularly, with each teacher contributing based on his or her area of expertise.				
	Dates:	2012- Fall	2013-Winter	2013-Spring	2013-Fall
	15. Co-teaching team plans together at least once weekly.				
	16. Each member of the co-teaching team contributes to lesson plans according to their area of expertise.				
	17. Co-teaching teams engage in long-term planning at least three times per year.				
	18. During the co-planning session, co-teachers discuss lesson and content objectives, language objectives, the language demands of the lesson , and differentiation strategies needed to make the lesson comprehensible.				
Co-Teaching	Successful collaboration requires teachers to co-teach in the mainstream classroom, with each teacher having a substantive role in instruction.				
	Dates:	2012- Fall	2013-Winter	2013-Spring	2013-Fall
	19. Co-teaching teams effectively choose a variety of co-teaching approaches (supportive, parallel, complementary, team teaching) according to lesson objectives and student needs.				
	20. Co-teachers vary the roles they play during direct instruction.				
	21. Parity exists in the co-taught classroom.				
	22. Co-teaching teams have a trusting relationship that allows for open communication and honest reflection.				
	23. Each co-teacher is simultaneously present in the same classroom delivering instruction.				

Co-Teaching- A Pathway to Excellence and Equity: Analysis Rubric

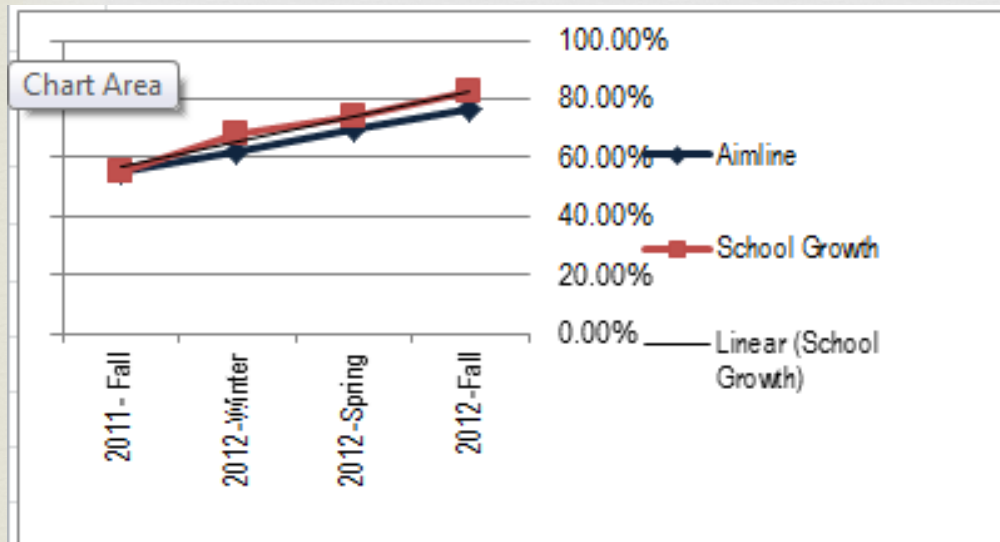
Assessment	Successful collaboration requires that teaching partners assume equal responsibility for assessment and reporting of student progress.				
	Dates:	2012- Fall	2013-Winter	2013-Spring	2013-Fall
	24. ELA specialists and general education teachers are both involved in ongoing assessment of student progress.				
	25. During co-planning sessions, co-teaching teams discuss student progress based on formative and summative classroom assessments of both content and language.				
	26. Each co-teacher provides input toward and contributes to the completion of progress reports.				
	27. Each co-teacher meets with parents at conferences, when possible.				
	28. Co-teaching teams make decisions based on students' needs, not traditional practices.				
	29. Each co-teacher is actively involved in monitoring students' language development growth.				
Reflection	Successful collaboration requires ongoing, honest reflection and learning by co-teaching teams.				
	Dates:	2012- Fall	2013-Winter	2013-Spring	2013-Fall
	30. Co-teaching teams have had intentional discussions regarding their pedagogical beliefs and their expectations for the co-teaching relationship.				
	31. Co-teachers make plans together for how they will accommodate their different teaching styles and personalities.				
	32. Co-teaching teams reflect on lessons taught together and incorporate new ideas into future plans.				
	33. Co-teaching teams are willing to reflect honestly on their co-teaching successes and challenges.				
Instruction	Successful collaboration requires that students are provided with rigorous and cognitively demanding instruction that aids in their acquisition of English and makes the core curriculum accessible.				
	Dates:	2012- Fall	2013-Winter	2013-Spring	2013-Fall
	34. Co-teachers deliver lessons which include content objectives, language objectives, key vocabulary and explicit language development.				
	35. Co-teachers attend to the language development needs of their ELLs by specifically teaching English language structures, forms, functions and fluency.				
	36. Co-teachers employ various sheltering techniques to make content comprehensible to their ELLs.				
	37. Co-teachers use flexible grouping structures to address ELLs' unique learning needs.				
	38. The classroom teacher maintains sheltered content and explicit language development instruction beyond the designated co-teaching time.				



Rubric Ratings				
Dates:	2012- Fall	2013-Winter	2013-Spring	2013-Fall
Rating:	0	0	0	0
Percent:	0.00%	0.00%	0.00%	0.00%

Maximum points possible: 114

Monitoring Progress



Rubric Ratings				
Dates:	2011- Fall	2012-Winter	2012-Spring	2012-Fall
Rating:	63	77	84	94
Percent:	55.26%	67.54%	73.68%	82.46%

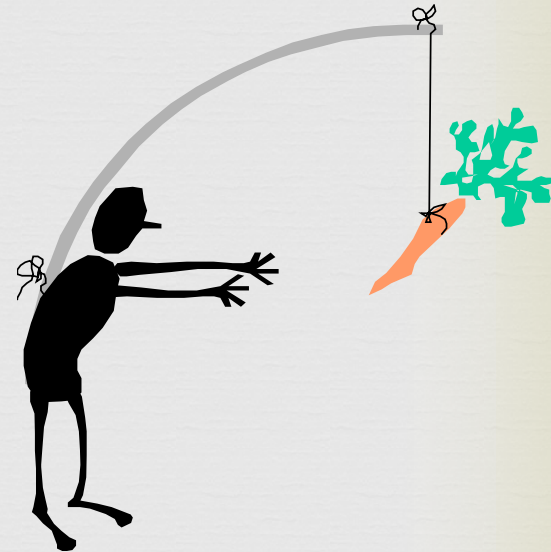
Maximum points possible: 114

What we don't want to see...



Elements necessary for change

INNOVATION
SUCCESS
EVALUATION
DEVELOPMENT
GROWTH
SOLUTION
PROGRESS
MARKETING



Elements necessary for change

Knoster, T. (2000)

Common Vision	+	Knowledge and Skills	+	Incentives	+	Resources	+	Action Plan	=	Change
	+	Knowledge and Skills	+	Incentives	+	Resources	+	Action Plan	=	Confusion
Common Vision	+		+	Incentives	+	Resources	+	Action Plan	=	Anxiety
Common Vision	+	Knowledge and Skills	+		+	Resources	+	Action Plan	=	Resistance
Common Vision	+	Knowledge and Skills	+	Incentives	+		+	Action Plan	=	Frustration
Common Vision	+	Knowledge and Skills	+	Incentives	+	Resources	+		=	False Starts

We must be prepared to fill in the gaps!

What we have learned...



Professional development is KEY!

- Co-teaching overview BEFORE schools embark on the journey (**common vision**)
- Co-teaching coaching through monthly meetings and individual sessions (**knowledge and skills**)
- Co-teaching class available Fall and Spring (**knowledge and skills**)
- Opportunities for observation and debriefing (**incentives; knowledge and skills**)



What we have learned...



- ❧ Track implementation using a data-based method (not only anecdotal information or “gut” feelings)
- ❧ Co-teaching rubric (**action plan; resources**)
- ❧ Match rubric data with performance and growth (**incentives**)
- ❧ Building walkthroughs and observations (**resources; incentives**)



What we have learned...



- ❧ Use staff design as leverage for implementation (**incentives**)
- ❧ Involve mainstream teachers throughout the process (**common vision; incentives; knowledge and skills**)
- ❧ Start small and monitor growth (**action plan; resources**)
- ❧ Recognize accomplishments and highlight positives on both a large and small scale (**incentives**)



Reflection



This overview clarified...

I still have questions about...

I would like to learn more about...



Resources...



- ❧ Villa, R. A., Thousand, J. S., Nevin, A., & Council for Exceptional Children. (2013). *A guide to co-teaching: Practical tips for facilitating student learning*. Thousand Oaks, Calif: Corwin Press.
- ❧ Knoster, T., Villa, R., & Thousand, J. (2000). A framework for thinking about systems change. In Villa, R. A., & Thousand, J. S. (Eds.), (2000). *Restructuring for caring and effective education: Piecing the puzzle together*. Baltimore, MD: P.H. Brooks Publishing Co. pp. 93-128.
- ❧ Frattura, E. M. & Topinka, C. (2006). *Theoretical Underpinnings of Separate Educational Programs: The Social Justice Challenge Continues*. *Education and Urban Society*, 38(327), 327-344. doi: 10.1177/0013124506287032
- ❧ Kohler-Evans, P. A., Co-teaching: How to Make This Marriage Work in Front of the Kids, *Education* 127 (2), 260-264
- ❧ Ortiz, S. PhD. (2008) Best Practices in Nondiscriminatory Assessment [PowerPoint slides]. Web site: www.nasponline.org/resources/culturalcompetence/Best%20Practices%20in%20Nondiscriminatory%20Assessment.ppt
- ❧ Huggins, M., Huyghe, J. & Iljcoski, E. (2007). Co-Teaching 101: Lessons from the Trenches. Retrieved from The Council for Exceptional Children. Web site: www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=11473
- ❧ Pardini, P. (2006). In One Voice. *National Staff Development Council*. Fall, 2006, 27(4).

Thank You!

